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# Practical and Sustainable Strategies for Leveraging COVID Relief Funds to Support Student and Staff Mental Health

*hosted by the Department of Education and the Department of Health and Human Services*

**Jill Bohnenkamp, PhD**

**National Center for School Mental Health**

April 21, 2022

@NCSMHTweets

# National Center for School Mental Health (NCSMH)

- Established in 1995 with funding from the US Department of Health and Human Services (HHS), Health Resources and Services Administration

- The **NCSMH mission** is to strengthen policies and programs in school mental health to improve learning and promote success for America's youth.

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**Visit the NCSMH website at**
**www.schoolmentalhealth.org**

# Commitment

- Racial and social justice lens
- Cultural responsiveness and equity
- Developing and modeling equitable and anti-racist policies and practices
- Learn, heal, grow together

IMPROVING HEALTH AND MENTAL HEALTH IN SCHOOLS

National Quality Initiative

SCHOOL-BASED HEALTH ALLIANCE
Redefining Health for Kids and Teens

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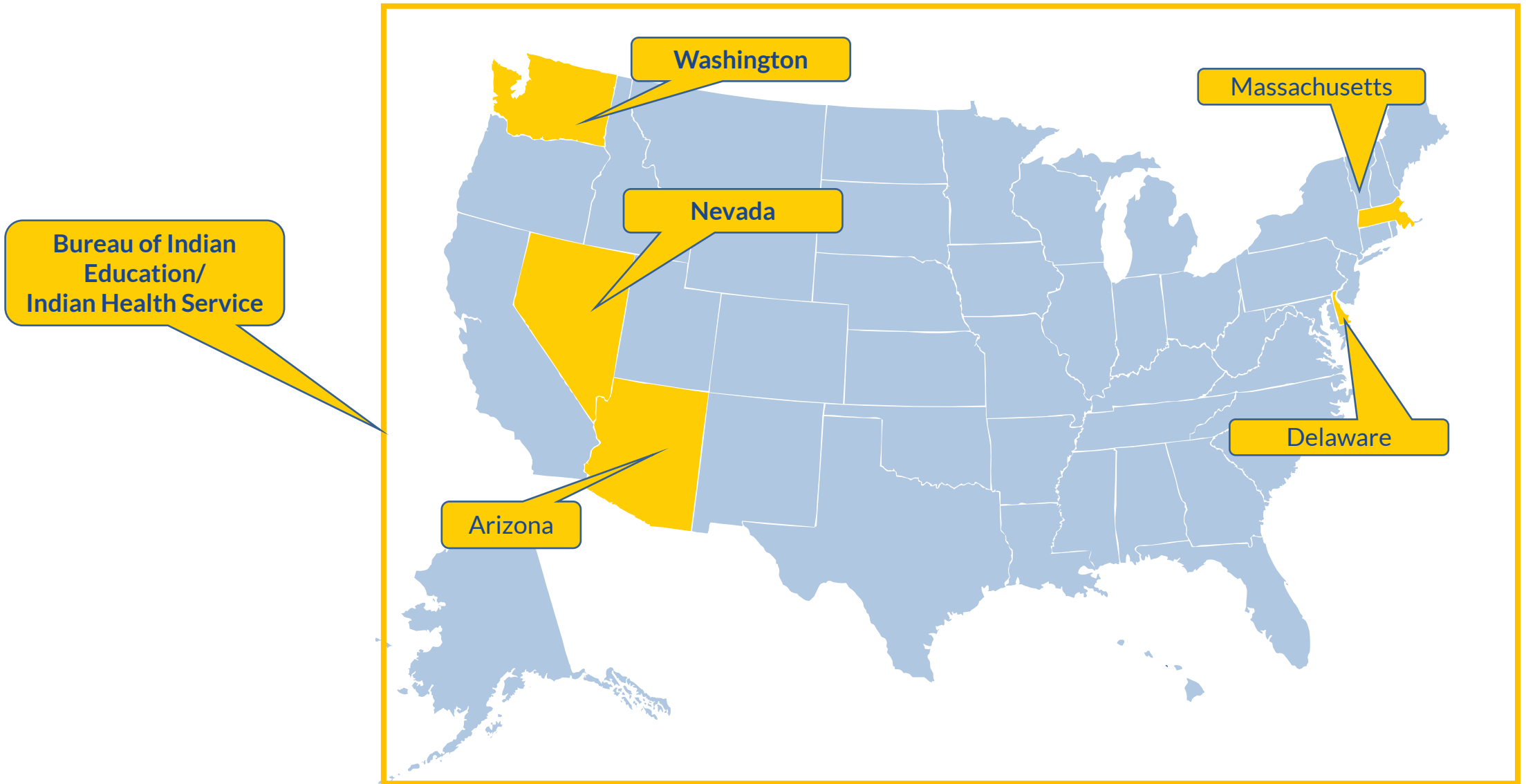
*Challenging comprehensive school-based health centers and school mental health systems to adopt, report, and improve standardized performance measures*

1. Improve quality of care and use of best business practices that promote sustainability among 50 percent SBHCs/CSMHSs
2. Increase number and utilization of SBHCs/CSMHSs by 15 percent
3. Increase state policies and programs that promote quality, sustainability, and growth of SBH services

*Funded by the Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau*

***Program Officer: Savannah Kidd, M.S., MFT***

# Comprehensive School Mental Health Systems
# National Quality Initiative CoIIN States and Entity



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# On Today's Agenda

- Great Need
  - Elevated Rates and Severity of Youth and Staff Mental Health Concerns Related to COVID Impact
- Comprehensive School Mental Health Systems to Help
  - Multi-tiered System of Support for Students, Families and Educators
- Using COVID Relief Funds to Advance School Mental Health
  - Examples from the field
  - Free national resources
- Q&A

# Children's Mental Health Concerns

"More than 10 months into the pandemic, **mental health is a simmering crisis for many of the nation's schoolchildren**, partly hidden by isolation but increasingly evident in the distress of parents, the worries of counselors and an early body of research."

"Holed up at home, students dwell in the glare of computer screens, missing friends and teachers. Some are failing classes. Some are depressed. Some are part of families reeling with lost jobs, gaps in child care or bills that can't be paid. Some students care for, or grieve,

Washington Post - January 21, 2021

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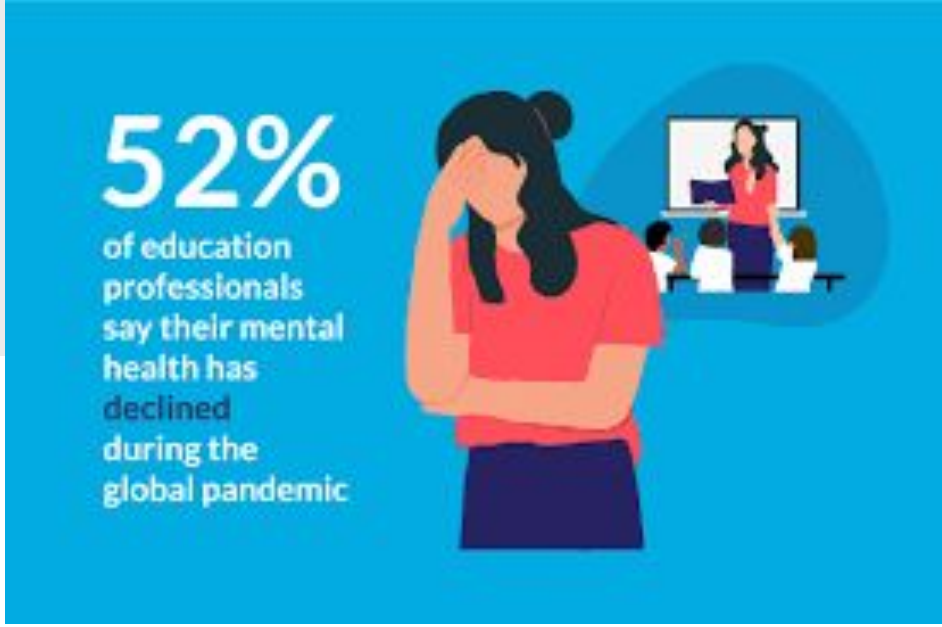
# Mental Health Concerns

- **Over 1/3** of students experienced **poor mental health** during pandemic.
  - Higher rates for lesbian, gay, and bisexual students.
  - Higher rates for women and girls.
- **44% of students felt "persistently sad or hopeless"** over prior year.

CDC 2021 Adolescent Behavior and Experiences Survey (ABES)

# Educator Mental Health and Well-Being




<u>Pre-pandemic</u>

- 2/3 of educators usually feel stressed out (2x more than general population)
- 58% of educators- 7 or more days of poor mental health in past month

<u>Teaching During the Pandemic</u>

- Educators reported working longer hours.
- 1 in 3 teachers indicated the pandemic has made them more likely to leave teaching.

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# School-Based Mental Health: A National Priority

*A Webinar from The Kennedy Forum*
*Featuring U.S. Secretary of Education Miguel Cardona, Ed.D.*

November 12, 2021, 2:00-3:30pm ET

## AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health

Home / Advocacy / Child and Adolescent Healthy Mental Development / AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health

**A declaration from the American Academy of Pediatrics, American Academy of Child and Adolescent Psychiatry and Children's Hospital Association:**

As health professionals dedicated to the care of children and adolescents, we have witnessed soaring rates of mental health challenges among children, adolescents, and their families over the course of the COVID-19 pandemic, exacerbating the situation that existed prior to the pandemic. Children and families across our country have experienced enormous adversity and disruption. The inequities that result from structural racism have contributed to disproportionate impacts on children from communities of color.

This worsening crisis in child and adolescent mental health is inextricably tied to the stress brought on by COVID-19 and the ongoing struggle for racial justice and represents an acceleration of trends observed prior to 2020. Rates of childhood mental health concerns and suicide rose steadily between 2010 and 2020 and by 2018 suicide was the second leading cause of death for youth ages 10-24. The pandemic has

# Where do we go from here?

**Anxiety/Fears**
**Loss**
**Equity**

**Hope and Resilience**

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# Social Connectedness

- **Connections to adults and peers from school** was associated with decreased:
  - Feelings of persistent sadness and hopelessness.
  - Suicidal ideation.
  - Suicide attempts.
- Around **1 in every 2 students felt close to adults and peers** from school during the pandemic.
- Schools are uniquely positioned to support youth at higher risk for these concerns and provide opportunities for connection.

CDC 2021 Adolescent Behavior and Experiences Survey (ABES)

# Using Recovery Funds to Support Student and Staff Well-Being

- ESSER Funds for SEAs and LEAs
- Can use funds to support student and staff wellbeing and mental health
- Leveraging ESSER Funds to Access Sustainable Funding Streams (e.g. Medicaid)
- bit.ly/restart-recovery-guide

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# What can schools do?

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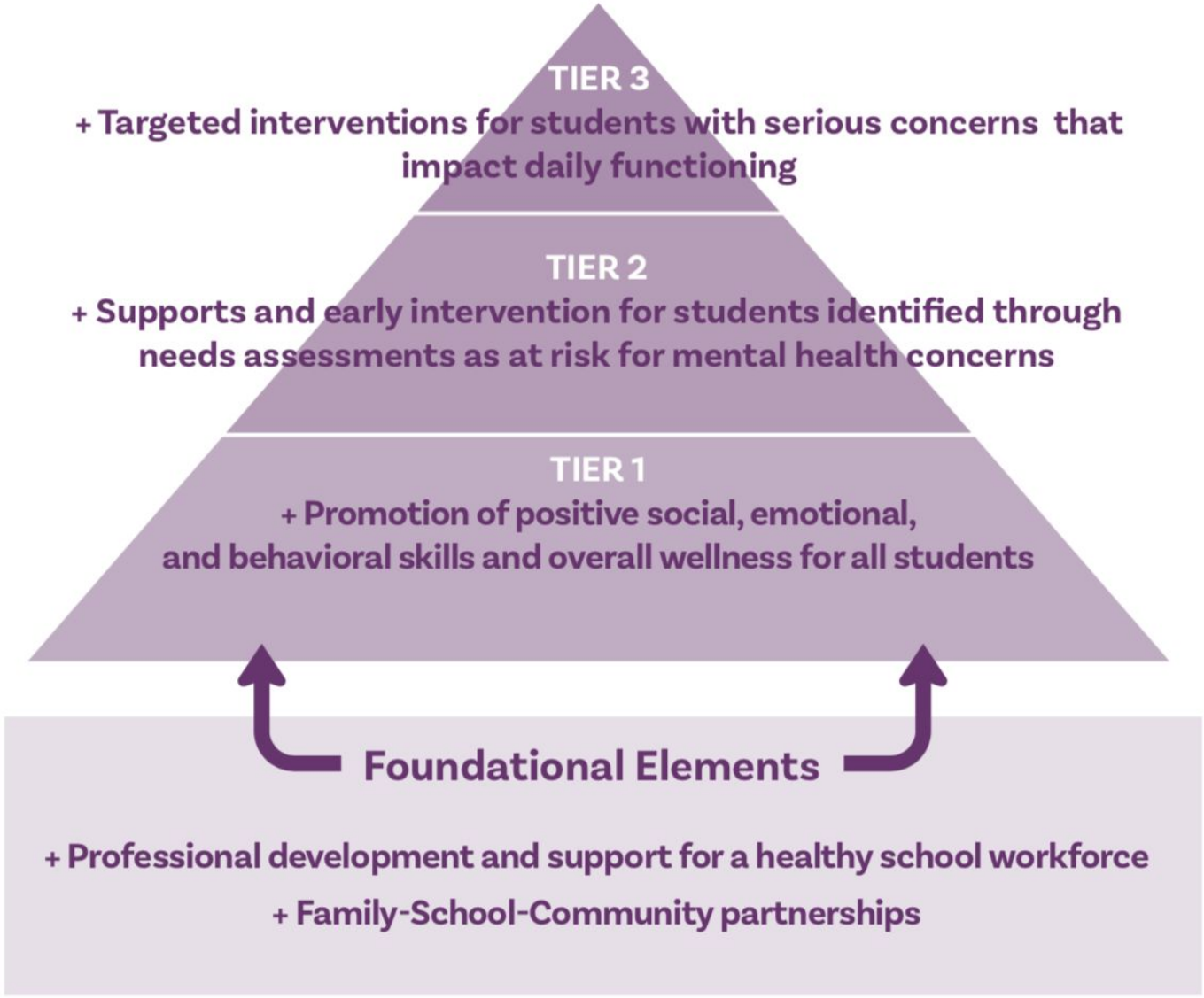
# Comprehensive School Mental Health

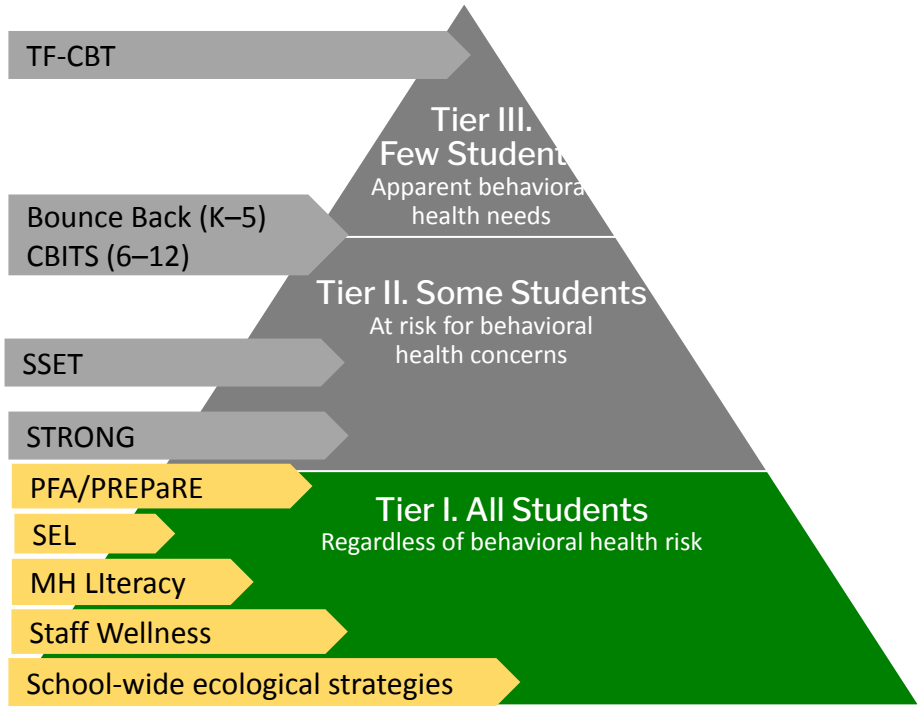
Multi-tiered System of Support for Students, Families and Educators

## Figure 5: Multi-Tiered System of Support



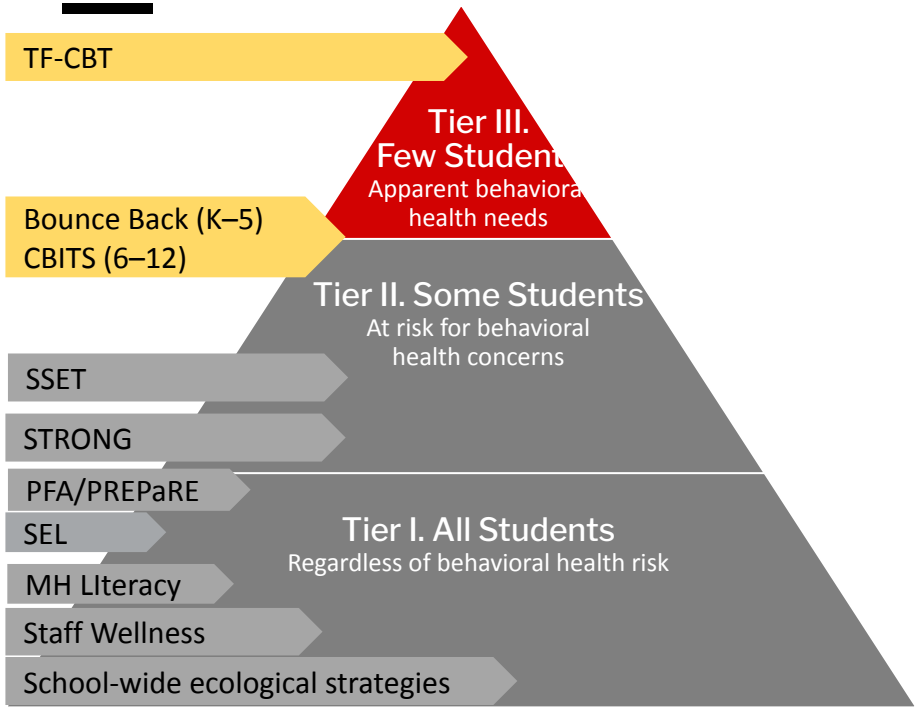
# UNIVERSAL School Mental Health Strategies

- Positive school climate
- Culturally responsive, trauma-responsive school policies and practices
- Staff well-being
- Mental health literacy for school staff and students
- Social Emotional Learning (SEL)



# Early Identification, Intervention and Treatment in Schools

- Screening/well-being check-ins
- Evidence-based psychosocial interventions – e.g., CBITS/Bounce Back, TF-CBT
- Psychiatric care



# Comprehensive School Mental Health Systems

"provide an array of supports and services **that promote positive school climate, social and emotional learning**, and mental health and well-being, while **reducing the prevalence and severity of mental illness.**

These systems are built on a **strong foundation of district and school professionals**, including administrators, educators and specialized instructional support personnel (e.g., school psychologists, school social workers, school counselors, school nurses and other school health professionals),

**all in strategic partnership with students and families, as well as community health and mental health partners**." *Hoover et al., 2019*

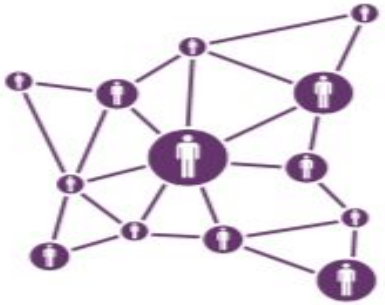
Figure 3. Core Features of a Comprehensive School Mental Health System

1

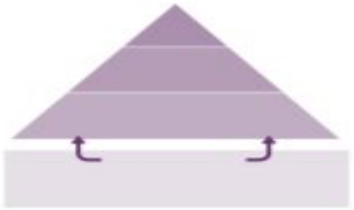
**Well-Trained Educators and Specialized Instructional Support Personnel**

2

**Family-School-Community Collaboration and Teaming**

3 

**Needs Assessment and Resource Mapping**

4 

**Multi-Tiered System of Support**

5

**Mental Health Screening**

6

**Evidence-Based and Emerging Best Practices**

7

**Data**

8

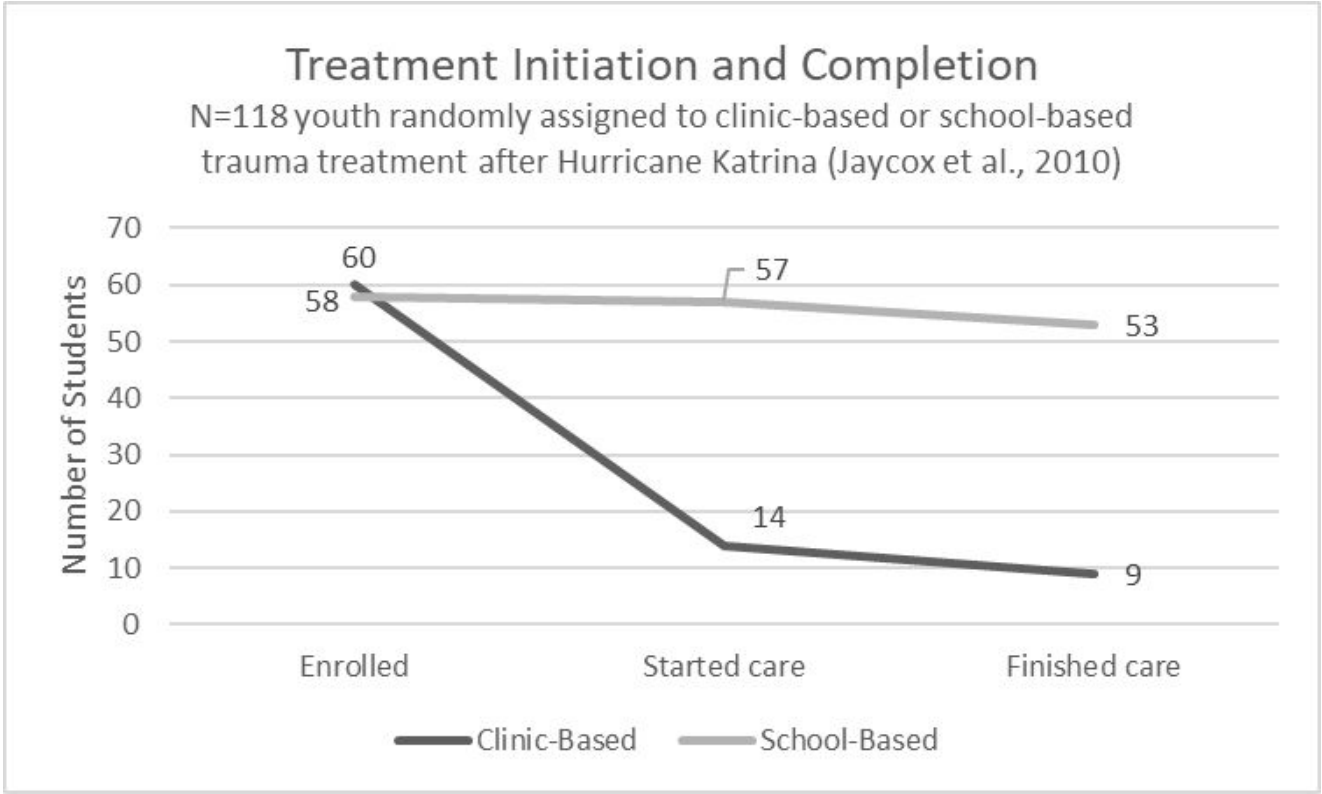
**Funding**

# FIGURE 4. AN EXAMPLE OF COMPLEMENTARY ROLES AND RESOURCES OF COMMUNITY PARTNERS AND SCHOOL DISTRICTS IN COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS

*Source: Weist, M. D., Short, K., McDaniel, H., & Bode, A. (2016). The school mental health international leadership exchange (SMHILE): Working to advance the field through opportunities for global networking.*

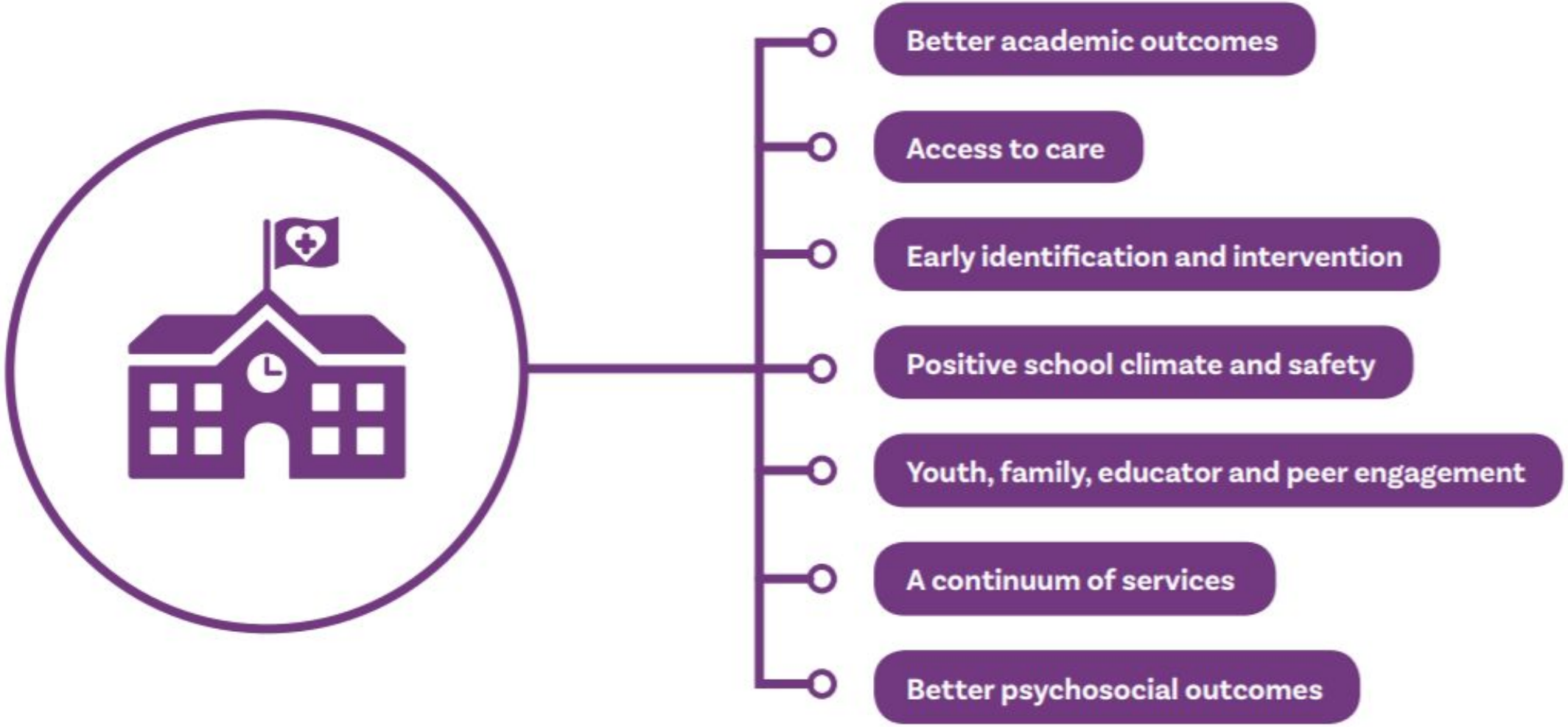
# Why Mental Health Treatment in Schools?

Youth are 6x more likely to complete mental health treatment in schools than in community settings (Jaycox et al., 2010)



# Value

Figure 2. The Value of Comprehensive School Mental Health Systems: Positive Outcomes



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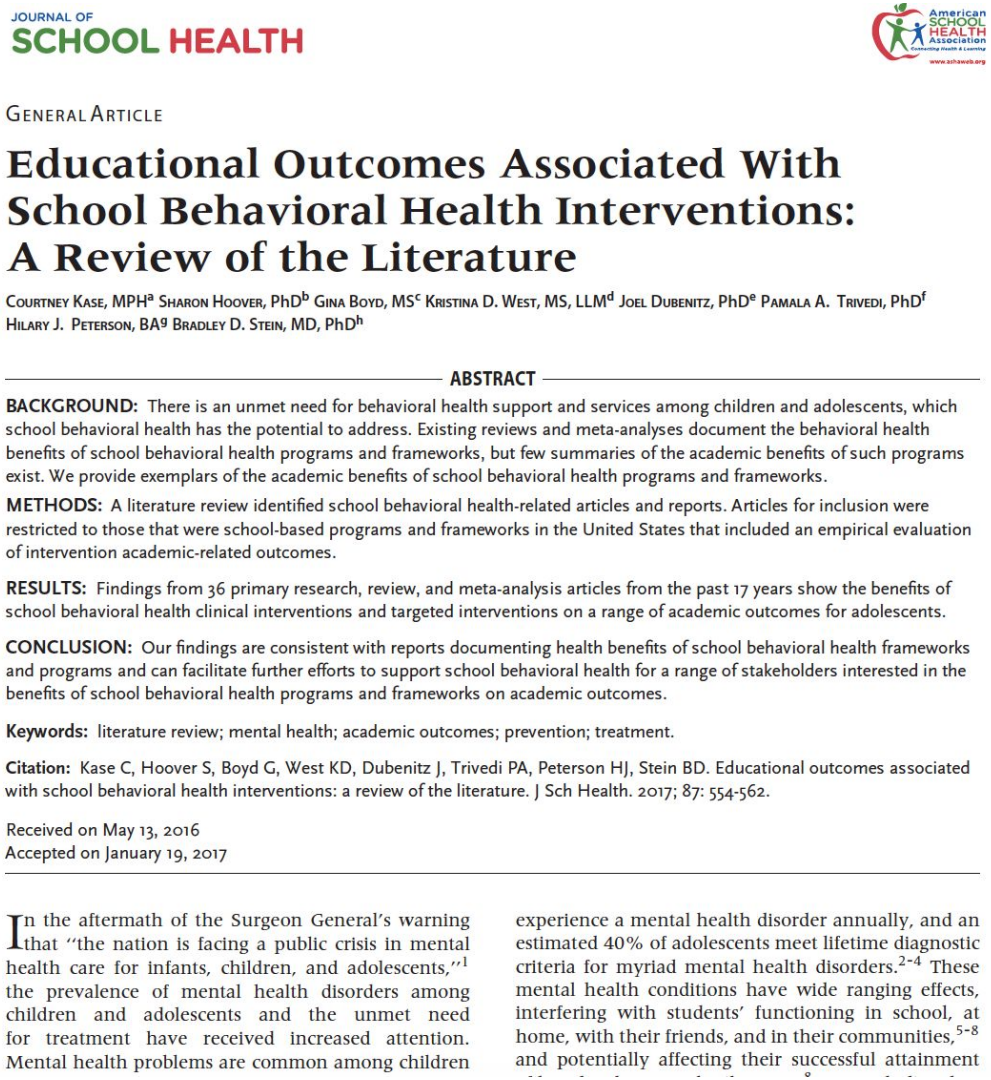
Kase, C., **Hoover, S. A.,** Boyd, G., **Dubenitz, J.**, **Trivedi, P.**, Peterson, H., & **Stein, B.** (2017). Educational outcomes associated with school behavioral health interventions: A Review of the Literature. *Journal of School Health, 87(7),* 554-562.



JOURNAL OF SCHOOL HEALTH

American School Health Association

GENERAL ARTICLE

# Educational Outcomes Associated With School Behavioral Health Interventions: A Review of the Literature

COURTNEY KASE, MPH[a] SHARON HOOVER, PhD[b] GINA BOYD, MS[c] KRISTINA D. WEST, MS, LLM[d] JOEL DUBENITZ, PhD[e] PAMALA A. TRIVEDI, PhD[f] HILARY J. PETERSON, BA[g] BRADLEY D. STEIN, MD, PhD[h]

**ABSTRACT**

**BACKGROUND:** There is an unmet need for behavioral health support and services among children and adolescents, which school behavioral health has the potential to address. Existing reviews and meta-analyses document the behavioral health benefits of school behavioral health programs and frameworks, but few summaries of the academic benefits of such programs exist. We provide exemplars of the academic benefits of school behavioral health programs and frameworks.

**METHODS:** A literature review identified school behavioral health-related articles and reports. Articles for inclusion were restricted to those that were school-based programs and frameworks in the United States that included an empirical evaluation of intervention academic-related outcomes.

**RESULTS:** Findings from 36 primary research, review, and meta-analysis articles from the past 17 years show the benefits of school behavioral health clinical interventions and targeted interventions on a range of academic outcomes for adolescents.

**CONCLUSION:** Our findings are consistent with reports documenting health benefits of school behavioral health frameworks and programs and can facilitate further efforts to support school behavioral health for a range of stakeholders interested in the benefits of school behavioral health programs and frameworks on academic outcomes.

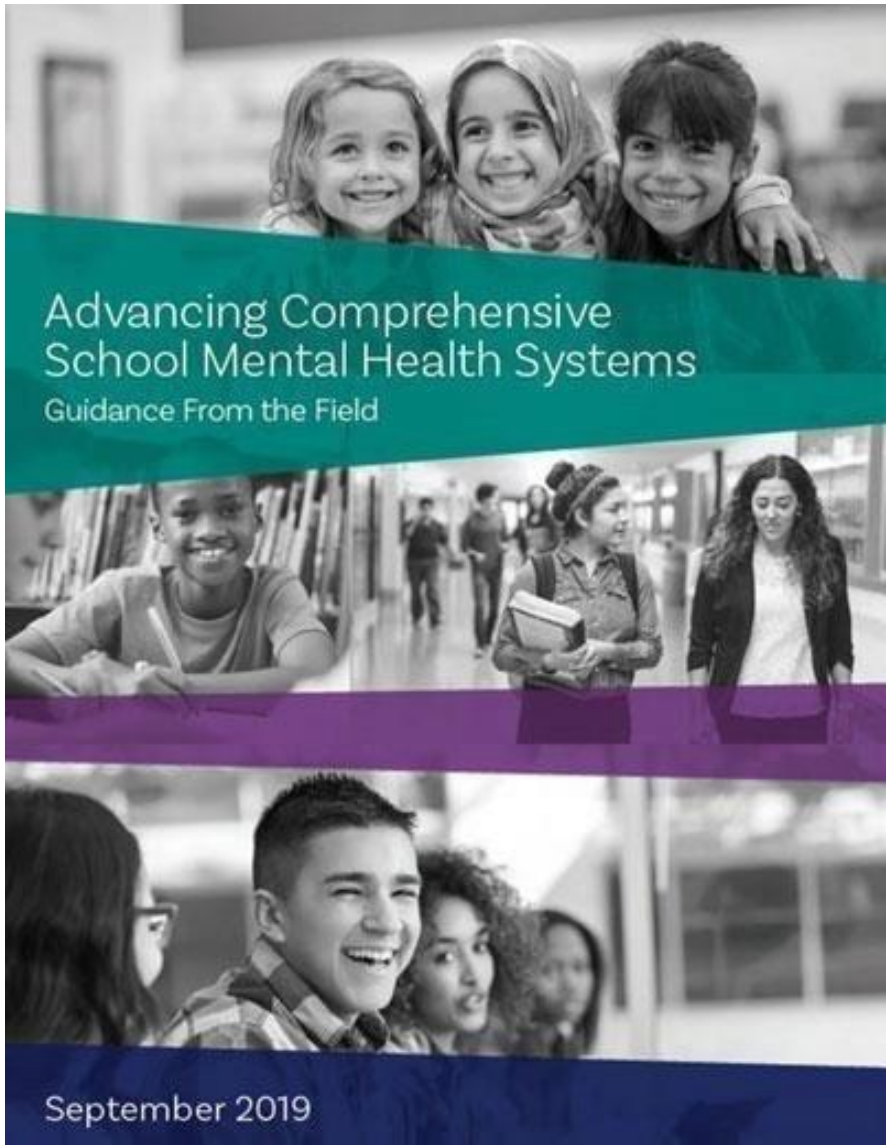
**Keywords:** literature review; mental health; academic outcomes; prevention; treatment.

**Citation:** Kase C, Hoover S, Boyd G, West KD, Dubenitz J, Trivedi PA, Peterson HJ, Stein BD. Educational outcomes associated with school behavioral health interventions: a review of the literature. J Sch Health. 2017; 87: 554-562.

Received on May 13, 2016
Accepted on January 19, 2017

In the aftermath of the Surgeon General's warning that "the nation is facing a public crisis in mental health care for infants, children, and adolescents,"[1] the prevalence of mental health disorders among children and adolescents and the unmet need for treatment have received increased attention. Mental health problems are common among children experience a mental health disorder annually, and an estimated 40% of adolescents meet lifetime diagnostic criteria for myriad mental health disorders.[2-4] These mental health conditions have wide ranging effects, interfering with students' functioning in school, at home, with their friends, and in their communities,[5-8] and potentially affecting their successful attainment

- Findings from 36 primary research, review, and meta-analysis articles
- 2000-2017
- **Benefits of school behavioral health clinical interventions and targeted interventions on a range of academic outcomes –**
  - **Grades**
  - **Attendance**
  - **State test scores**
  - **School connectedness**



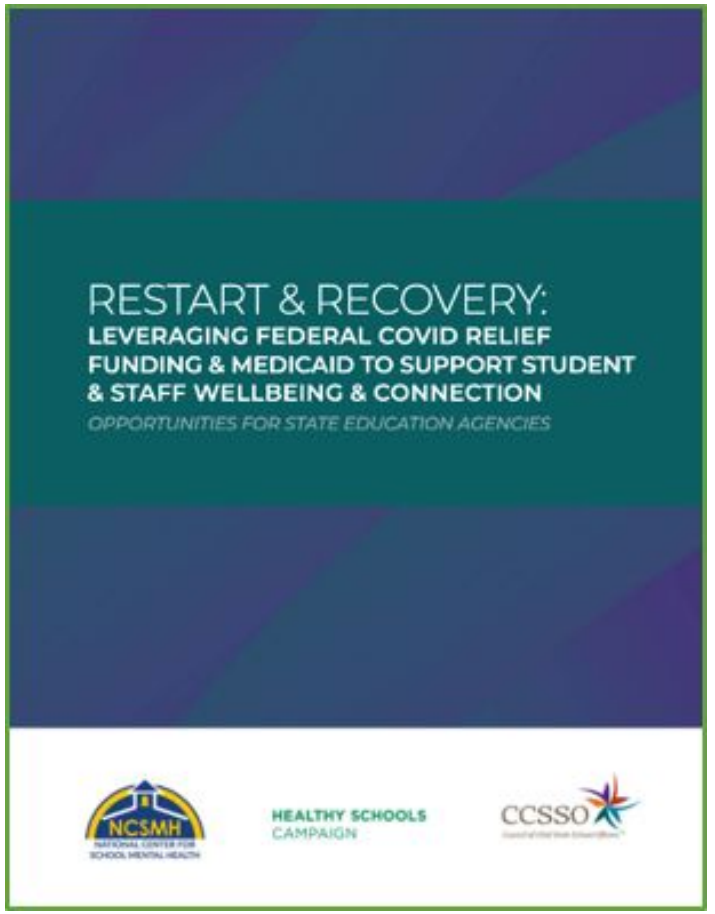

# Guidance from the Field

- Why Address Mental Health in Schools
- A Public Health Approach to School Mental Health
- The Value of School Mental Health
- Core Features of a Comprehensive School Mental Health System
- Opportunities, Challenges and Recommended Strategies
- Local Spotlights
- State Spotlights
- Moving Forward

*www.schoolmentalhealth.org/AdvancingCSMHS*

# How States Can Use ESSER Funds to Support School Mental Health

- Understand the Policy Environment
- Foster Meaningful Collaboration
- Strengthen and Expand School Medicaid Programs
- Promote MTSS Implementation
- Enhance Data Systems and Collection
- Build LEA Capacity

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# Sustainable Funding Streams

- Every Student Succeeds Act (ESSA) Title Funding:
  - Titles I, II, III, IVA
- Individuals with Disabilities Education Act (IDEA)
- Federal grant programs (e.g., Project AWARE, CDC Healthy Schools Program)
- State and local funding
- Community partnerships
- Medicaid

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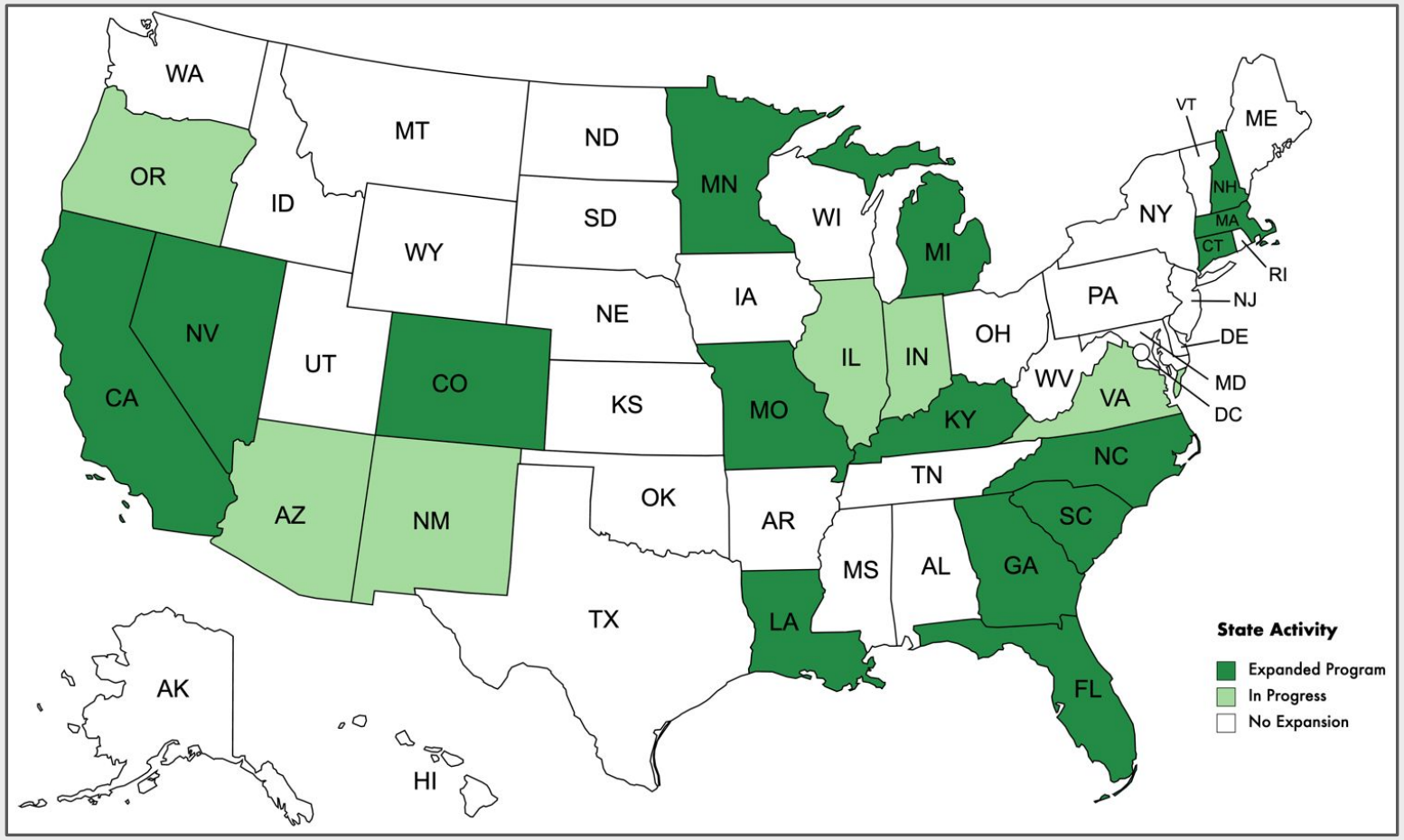
# Expansion of School-Based Medicaid Programs




*School Medicaid in Your State: https://bit.ly/StateSchoolMedicaidMap

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# School-based Medicaid

- Strong school-based Medicaid programs require coordination among state Medicaid, SEA and LEA staff, at a minimum.
- Dedicating staff to coordinate Medicaid programs at every level helps to clarify and facilitate the implementation of school-based Medicaid reimbursement.
- Investments in infrastructure are important to the long-term success of programs.
- A robust, transparent policy ecosystem--including research, guidance documents and policy manuals--helps promote understanding and compliance.
- Education, technical assistance and opportunities for continued learning are needed to facilitate school-based Medicaid programs.
- Family and staff education and engagement are critical components of a successful program.

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# School Medicaid Resourecs

- CCSSO's Understanding School Medicaid: A Primer for Chief State School Officers
  - Understanding School Medicaid | CCSSO

- Healthy Schools Campaign's Guide to Expanding Medicaid-Funded School Health Services
  - https://healthyschoolscampaign.org/resources/single/a-guide-to-expanding-medicaid-funded-school-health-services/

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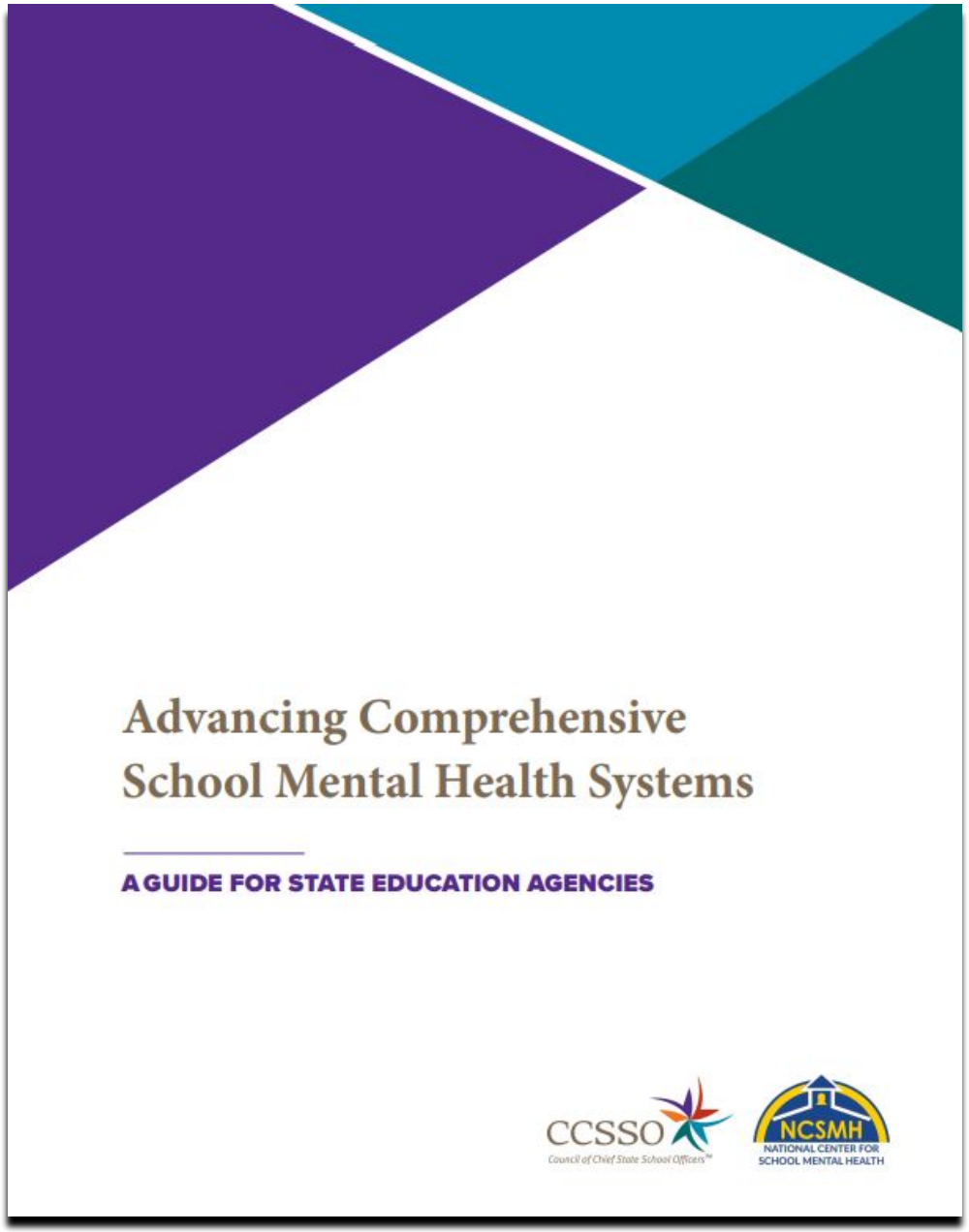



Advancing Comprehensive Mental Health Systems | (ccsso.org)

## STATE EDUCATION LEADERS CAN TAKE THE LEAD IN ESTABLISHING CSMHS BY TAKING FIVE KEY STEPS:

**Establish a statewide strategy and framework that focuses on supporting students' academic development and student and staff wellbeing and connection, including mental health.**

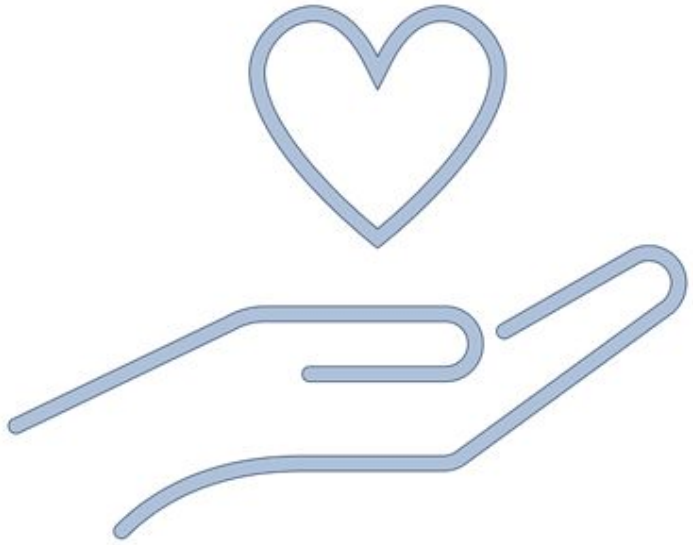
**Form strong, diverse partnerships to develop and implement the strategy.**

**Take an asset-based approach that focuses on strengths and values diversity in race, culture, language, ability and thought.**

**Align efforts with existing efforts and COVID recovery.**

**Prioritize capacity-building at the local level to advance CSMHS.**

# State Use of ESSER Funds to Support School Mental Health



- Approximately 50% of state plans listed students' mental, social, emotional and behavioral health, including trauma, as one of the top 3 pandemic-related issues currently facing students and schools.

- Common strategies include: the use of a MTSS framework or a Whole Child framework, enhanced counseling or guidance services, integrating SEL into instructional approaches, summer programming and offering virtual and on demand tools and resources.

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# State Use of ESSER Funds to Support School Mental Health

- Iowa
  - Grants to LEAs
  - Iowa Center for School Mental Health
- Arizona
  - School Safety Grant Program- School Counselor and School Social Worker Positions
- Maryland
  - Maryland School Mental Health Response Program- Response and Consultation to Schools Across the State
- Oklahoma
  - Grants to LEAs- school-based mental health professionals
  - Oklahoma School Counselor Corps.
- District of Columbia
  - Educator wellness platform

https://docs.google.com/spreadsheets/d/1PSgwA2w9KkjnCgBMbTff8wO07FMeodrXlx4eSPMCMZA/edit#gid=0

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# District Use of ESSER Funds

- Hiring school-based mental health providers
- Investing in technology platforms (e.g. electronic health record systems) to support delivery of school mental health services
- Hiring district level staff (e.g. school Medicaid coordinator, MTSS coordinator) to support school level program implementation
- Providing professional development opportunities on school mental health
- Enhancing data systems (e.g. student information systems) to capture mental health data
- Providing mental health supports to school staff

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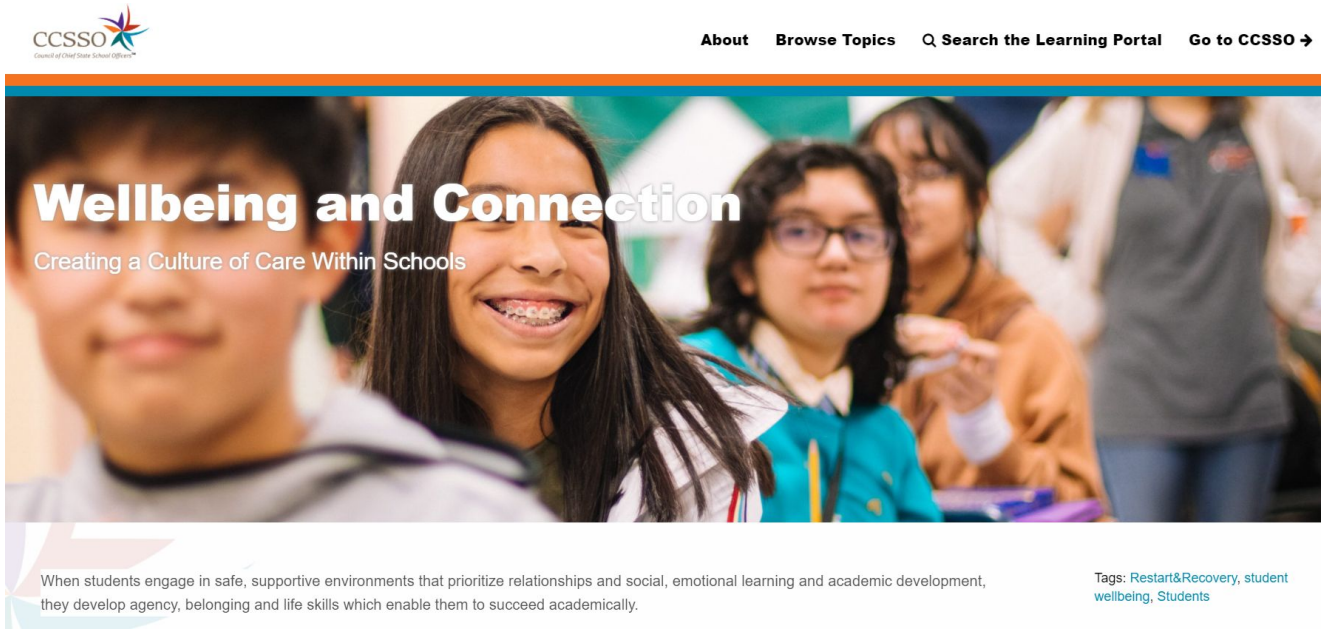
# Well-being & Connection Resources



Visit https://learning.ccsso.org/wellbeing-and-connection to access CCSSO's resources for states to support student and staff well-being & connection

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# Free National SMH Resources

SHAPE School Health Assessment and Performance Evaluation System

Home About Us Take a Tour

Improve student mental health in your schools, districts, and states. **Sign up for:**

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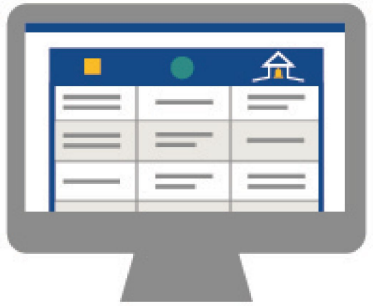
Map school mental health services and supports.

Utilize additional SHAPE features including the Screening and Assessment Library.

Receive custom reports and strategic planning guidance and resources.

Assess system quality using national performance standards.



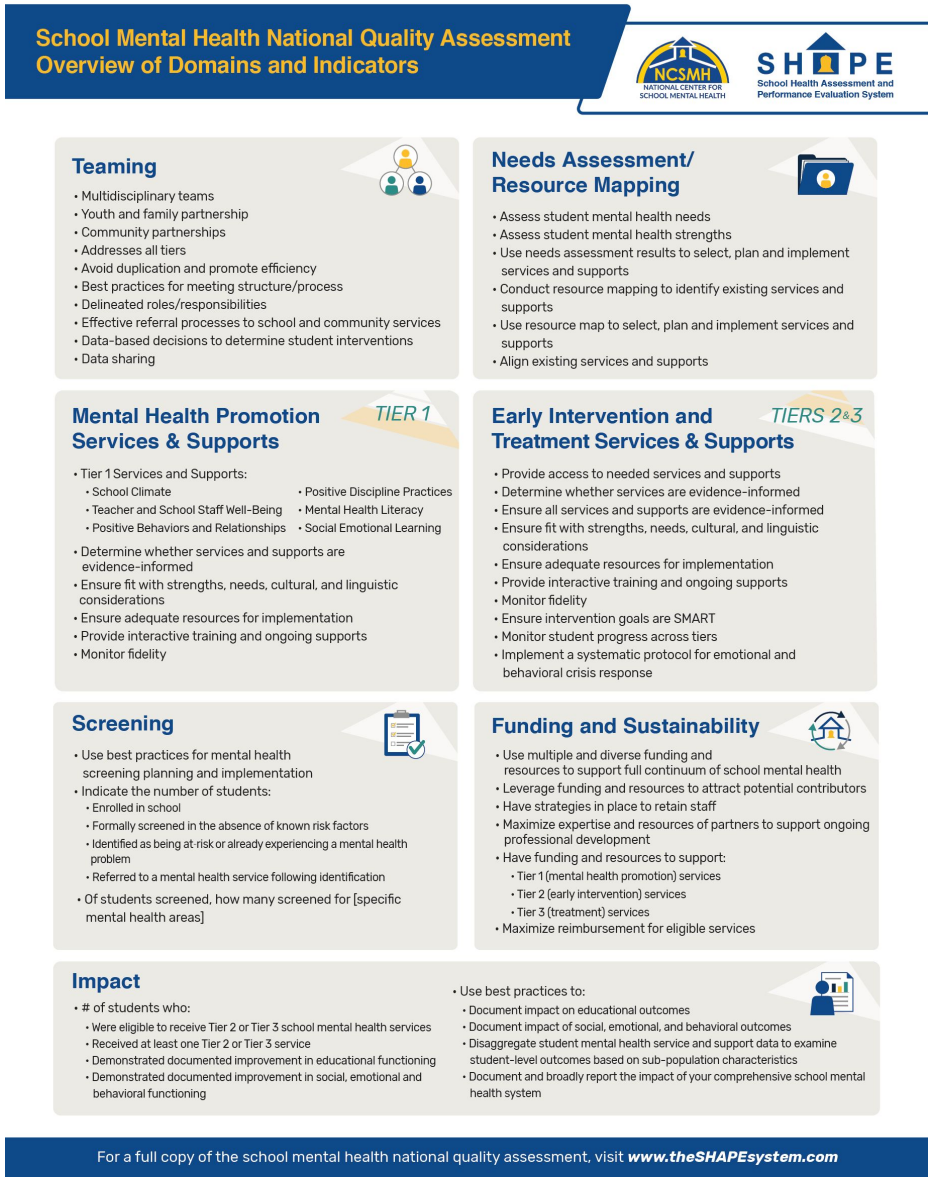
Use district and state dashboards to collaborate with schools and districts in your region.

**www.theSHAPEsystem.com**

# National School Mental Health Quality Assessment- SMH-QA

## Quality Domains

- Teaming
- Needs Assessment and Resource Mapping
- Mental Health Promotion for All (Tier 1)
- Early Intervention and Treatment Services and Supports (Tiers 2/3)
- Screening
- Impact
- Funding and Sustainability




(NCSMH, 2019)

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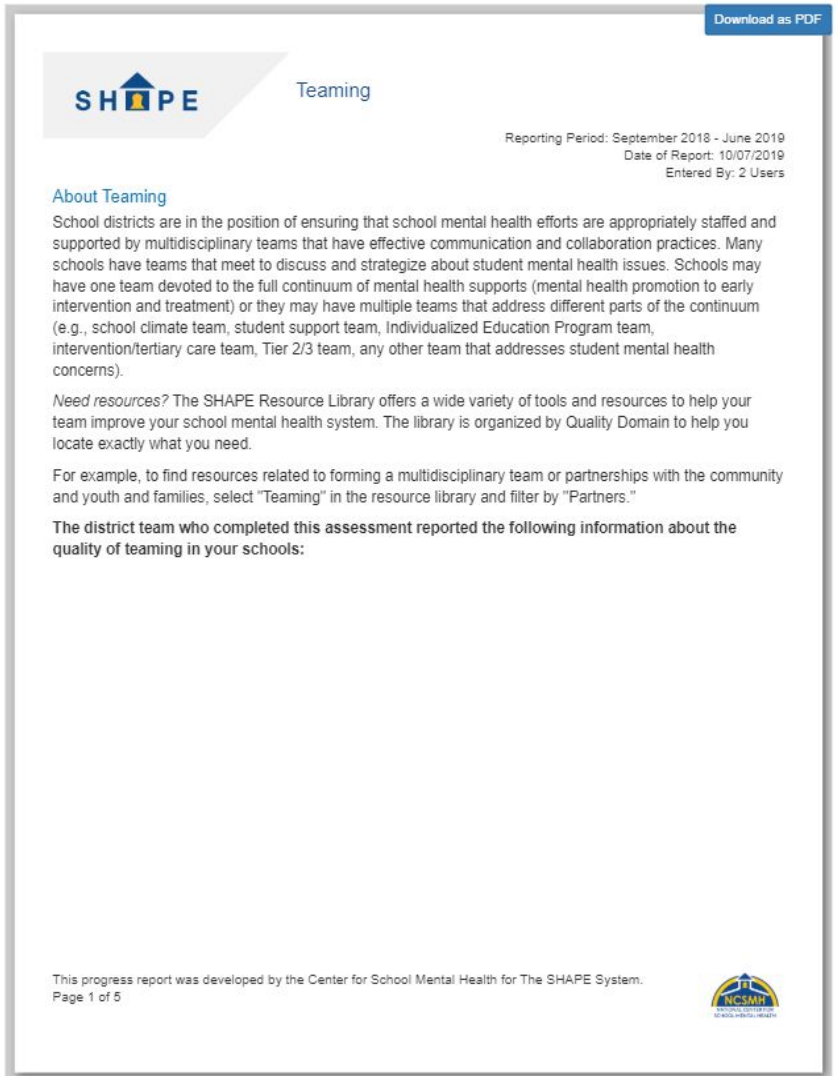
# Custom Reports



Download as PDF

SHAPE Teaming

Reporting Period: September 2018 - June 2019
Date of Report: 10/07/2019
Entered By: 2 Users

## About Teaming

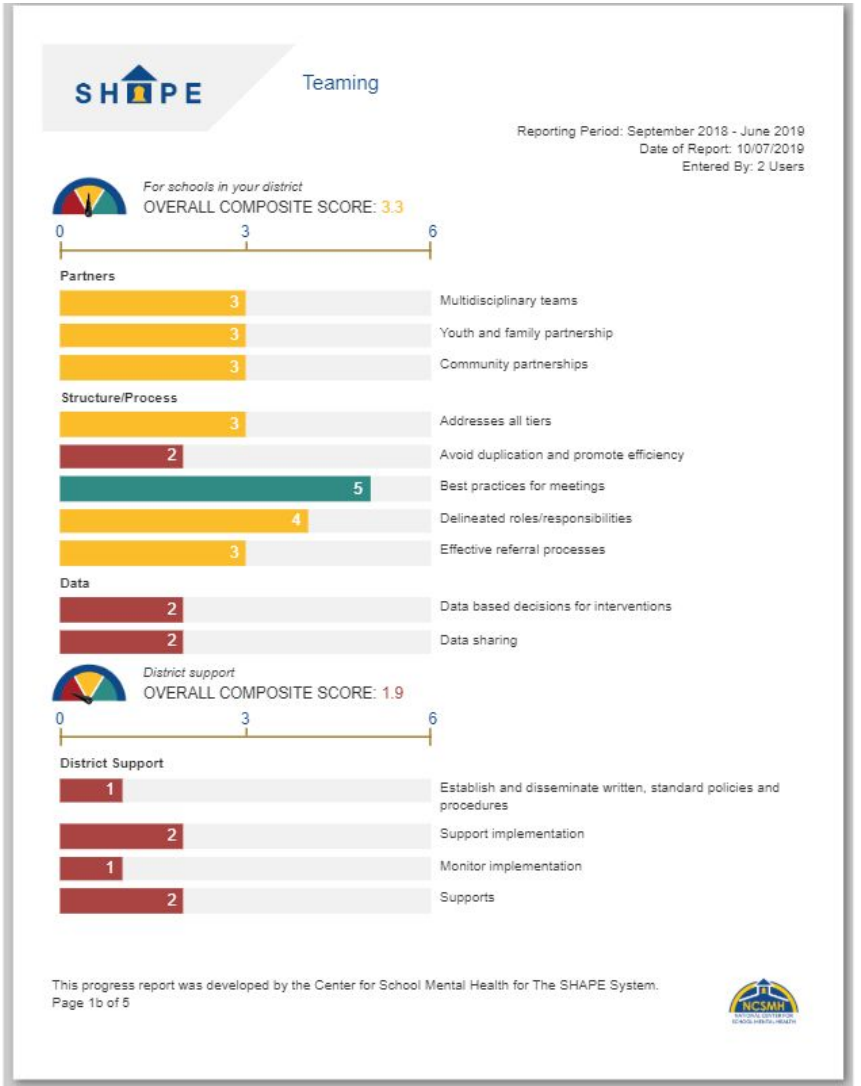
School districts are in the position of ensuring that school mental health efforts are appropriately staffed and supported by multidisciplinary teams that have effective communication and collaboration practices. Many schools have teams that meet to discuss and strategize about student mental health issues. Schools may have one team devoted to the full continuum of mental health supports (mental health promotion to early intervention and treatment) or they may have multiple teams that address different parts of the continuum (e.g., school climate team, student support team, Individualized Education Program team, intervention/tertiary care team, Tier 2/3 team, any other team that addresses student mental health concerns).

*Need resources?* The SHAPE Resource Library offers a wide variety of tools and resources to help your team improve your school mental health system. The library is organized by Quality Domain to help you locate exactly what you need.

For example, to find resources related to forming a multidisciplinary team or partnerships with the community and youth and families, select "Teaming" in the resource library and filter by "Partners."

**The district team who completed this assessment reported the following information about the quality of teaming in your schools:**

This progress report was developed by the Center for School Mental Health for The SHAPE System.
Page 1 of 5



SHAPE Teaming

Reporting Period: September 2018 - June 2019
Date of Report: 10/07/2019
Entered By: 2 Users

*For schools in your district*
OVERALL COMPOSITE SCORE: 3.3

0 3 6

**Partners**

| | |
|---|---|
| 3 | Multidisciplinary teams |
| 3 | Youth and family partnership |
| 3 | Community partnerships |

**Structure/Process**

| | |
|---|---|
| 3 | Addresses all tiers |
| 2 | Avoid duplication and promote efficiency |
| 5 | Best practices for meetings |
| 4 | Delineated roles/responsibilities |
| 3 | Effective referral processes |

**Data**

| | |
|---|---|
| 2 | Data based decisions for interventions |
| 2 | Data sharing |

*District support*
OVERALL COMPOSITE SCORE: 1.9

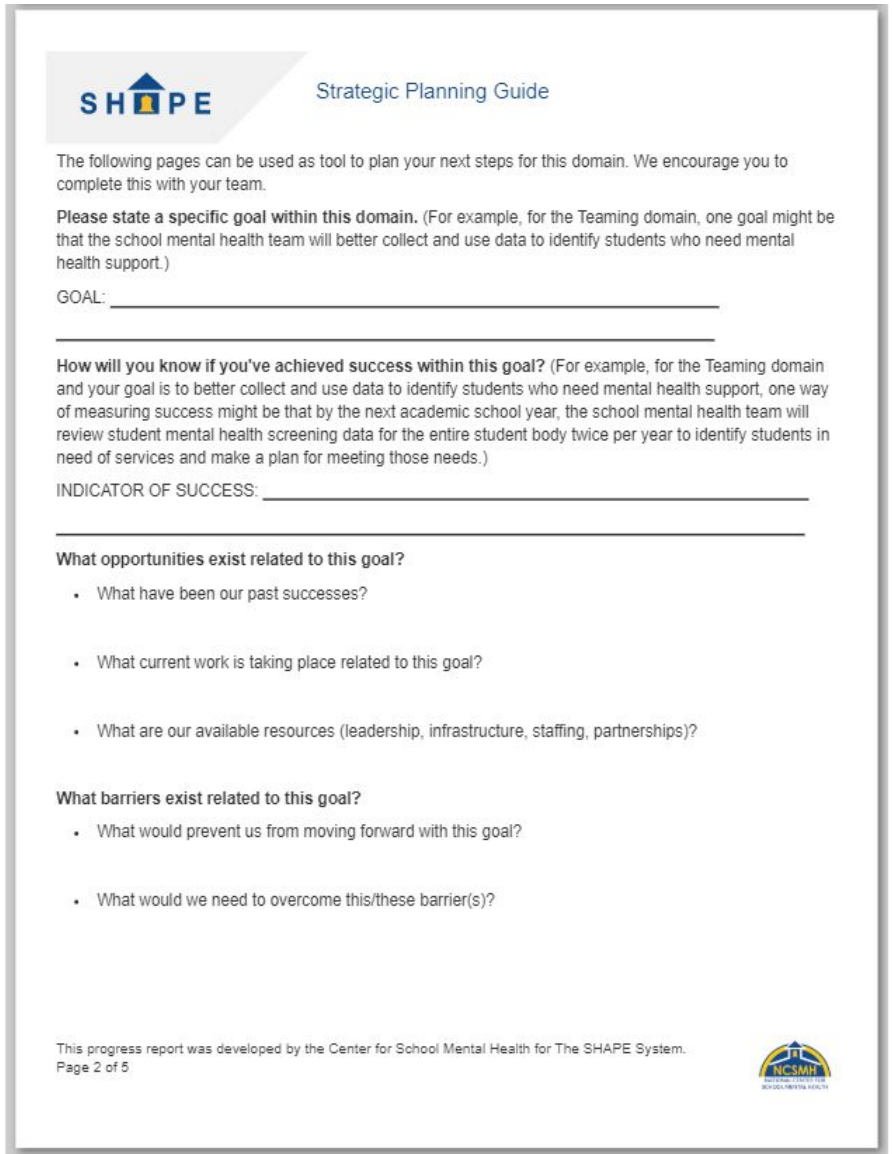
0 3 6

**District Support**

| | |
|---|---|
| 1 | Establish and disseminate written, standard policies and procedures |
| 2 | Support implementation |
| 1 | Monitor implementation |
| 2 | Supports |

This progress report was developed by the Center for School Mental Health for The SHAPE System.
Page 1b of 5

# Strategic Planning Guide



SHAPE Strategic Planning Guide

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

**Please state a specific goal within this domain.** (For example, for the Teaming domain, one goal might be that the school mental health team will better collect and use data to identify students who need mental health support.)

GOAL: _____

_____

**How will you know if you've achieved success within this goal?** (For example, for the Teaming domain and your goal is to better collect and use data to identify students who need mental health support, one way of measuring success might be that by the next academic school year, the school mental health team will review student mental health screening data for the entire student body twice per year to identify students in need of services and make a plan for meeting those needs.)

INDICATOR OF SUCCESS: _____

_____

**What opportunities exist related to this goal?**

- What have been our past successes?
- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

**What barriers exist related to this goal?**

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?

This progress report was developed by the Center for School Mental Health for The SHAPE System.
Page 2 of 5

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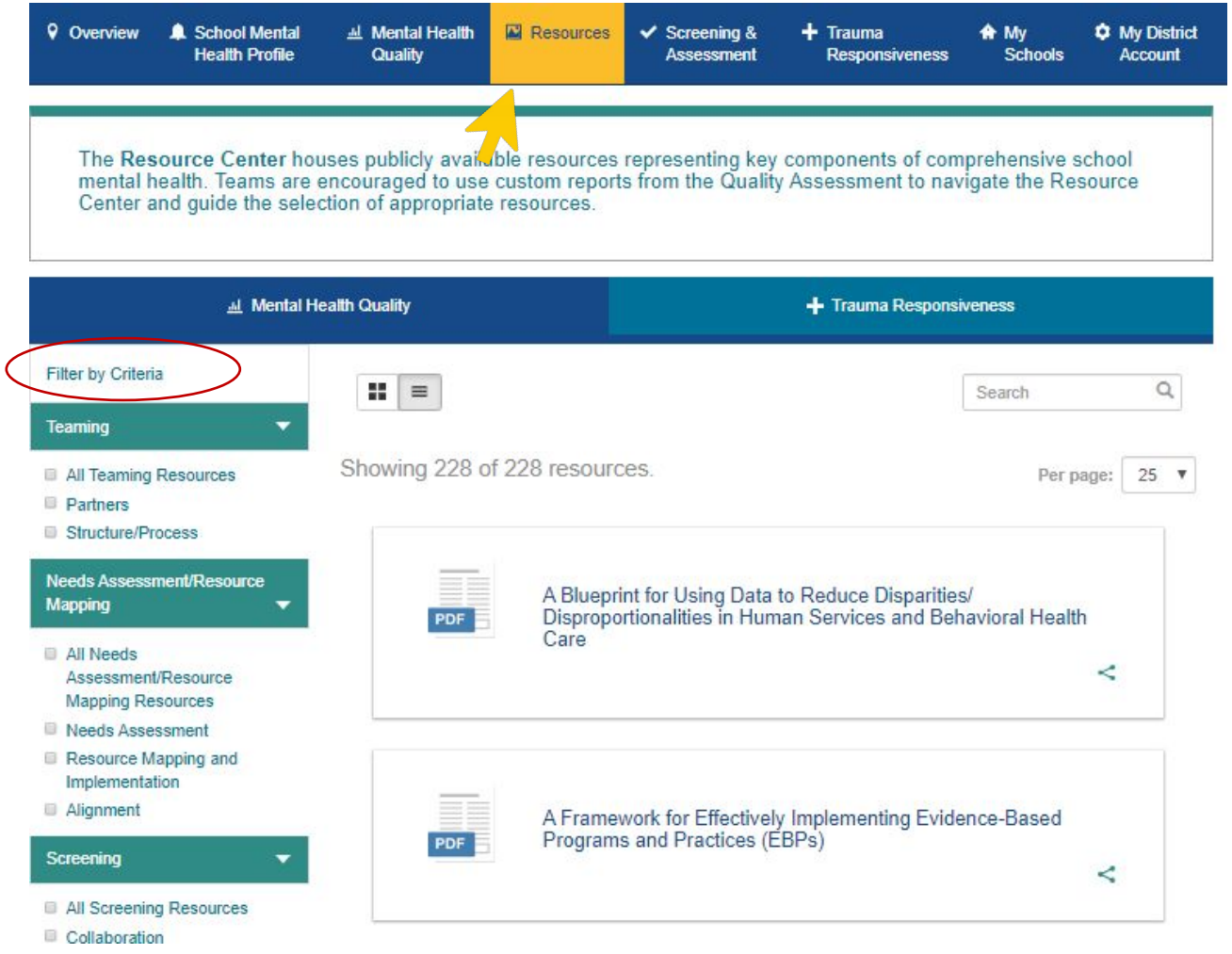
# Resource Library



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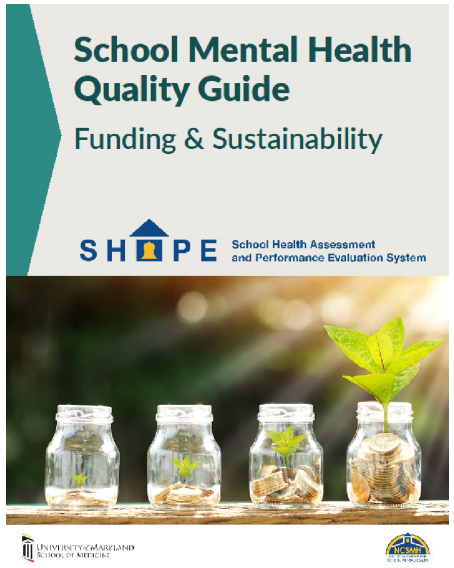
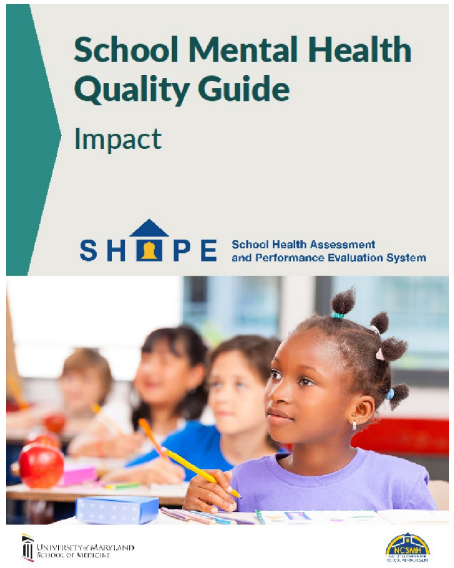
# Quality Guides

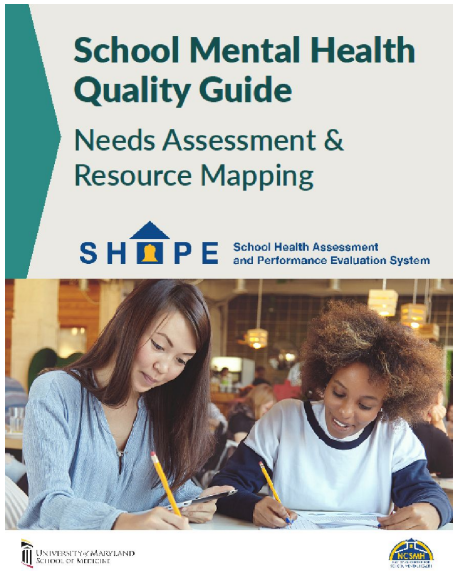
Provides guidance to advance school mental health quality and sustainability

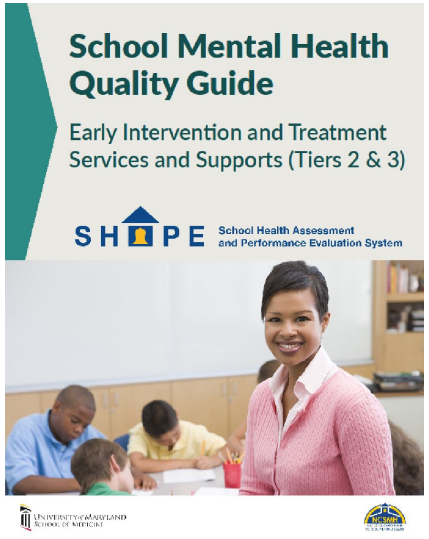
Includes:

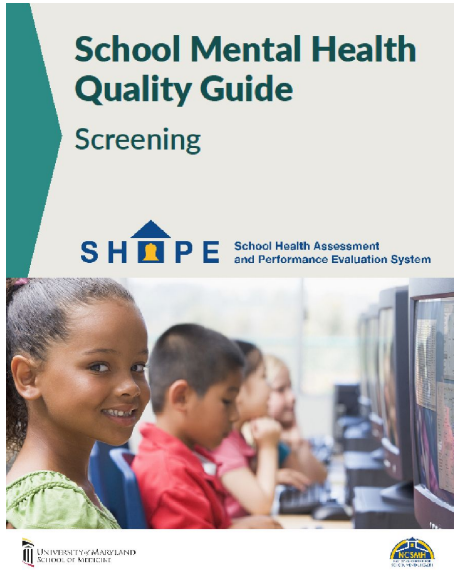
- Background
- Best practices
- Action steps
- Examples from the field
- Resources

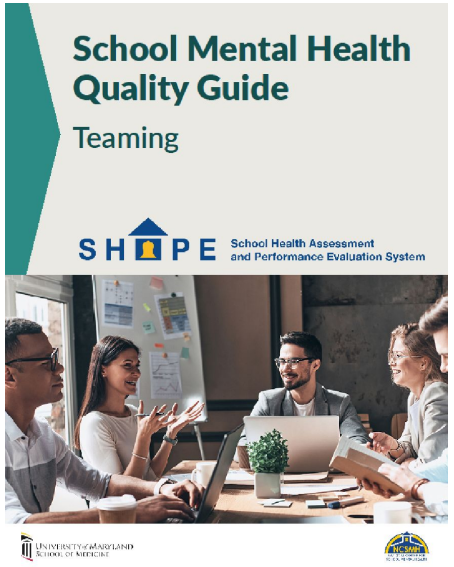


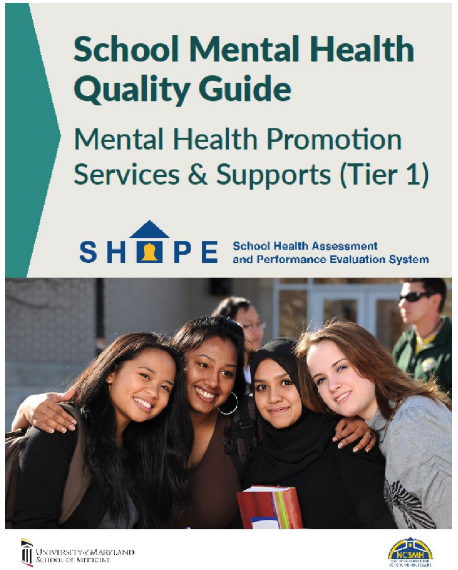



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# State School Mental Health Profile

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# My Districts

Overview | State Profile | Resource Center | Screening & Assessment | My Districts | My Schools | My State Account

SMH-QA Statewide District Report

TRS-IA Statewide District Report

Monitor progress and view SHAPE reports from districts in your state.

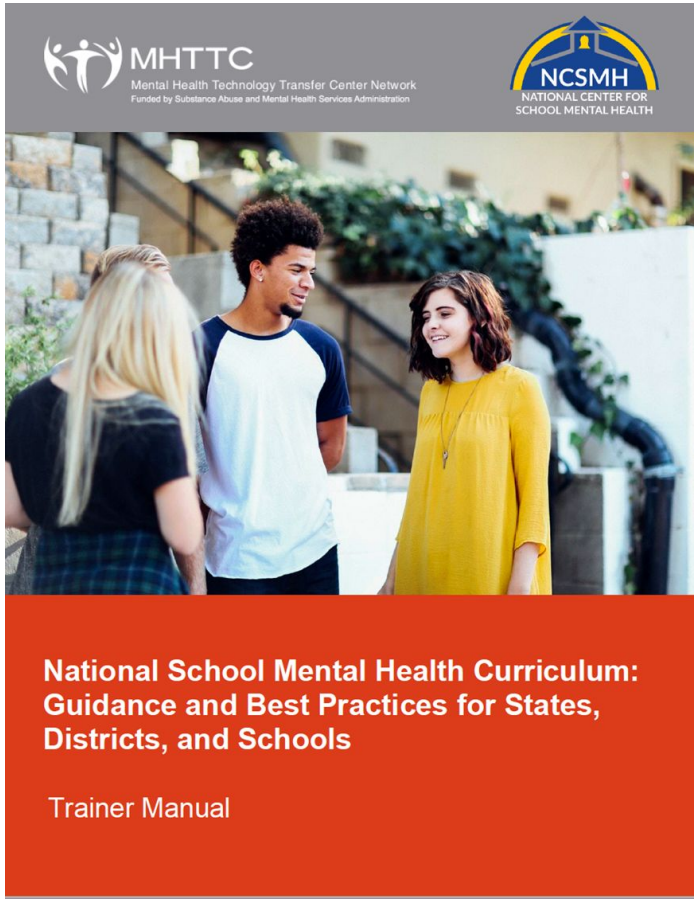
Showing 415 of 415

1 2 3 4 5 6 7 8 9

| District | Shares Data with State | Star Status | Admins | Team Members | Mental Health Profile Report | Mental Health Quality Report | Trauma Responsiveness Report |
|---|---|---|---|---|---|---|---|
| ABBY KELLEY FOSTER CHARTER PUBLIC (DISTRICT) | ✓ | | 0 | 0 | View | View | View |
| ABINGTON | ✓ | Blue ★ | 1 | 0 | View | View | View |
| ACADEMY OF THE PACIFIC RIM CHARTER PUBLIC (DISTRICT) | ✓ | | 0 | 0 | View | View | View |
| ACTON | ✓ | | 0 | 0 | View | View | View |
| ACTON-BOXBOROUGH | ✓ | | 0 | 0 | View | View | View |
| ACUSHNET | ✓ | | 0 | 0 | View | View | View |
| ADAMS-CHESHIRE | ✓ | | 0 | 0 | View | View | View |
| ADVANCED MATH AND SCIENCE ACADEMY CHARTER (DISTRICT) | ✓ | Blue ★ | 2 | 0 | View | View | View |

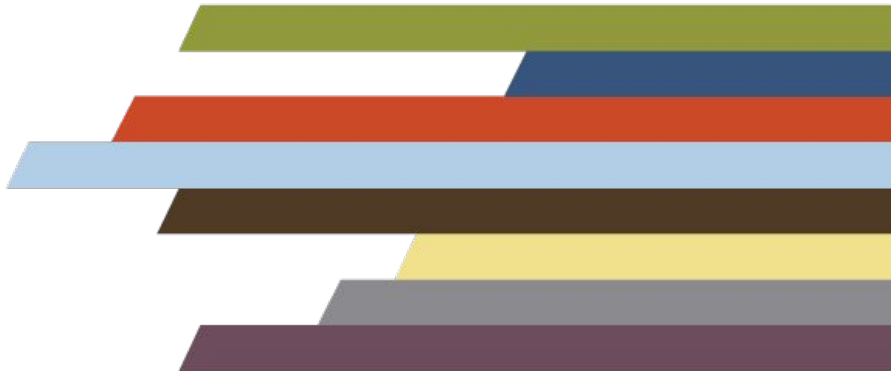
# National School Mental Health Best Practices- Implementation Guidance Modules www.mhttcnetwork.org

- Mod 1 Foundations of Comprehensive School Mental Health
- Mod 2 Teaming
- Mod 3 Needs Assessment & Resource Mapping
- Mod 4 Screening
- Mod 5 Mental Health Promotion for All (Tier 1)
- Mod 6 Early Intervention and Treatment (Tiers 2/3)
- Mod 7 Funding and Sustainability
- Mod 8 Impact



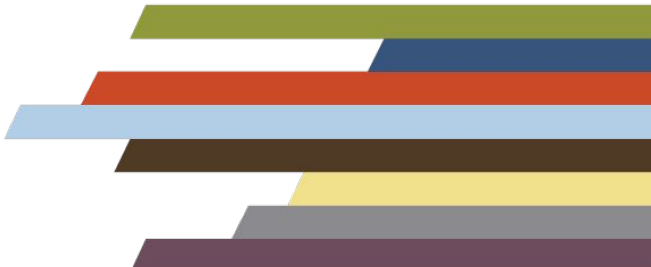
# Module 6: Early Intervention and Treatment (Tiers 2/3)

## National School Mental Health Best Practices: Implementation Guidance Modules



# Quality Indicators

- Provide access to needed services and supports.
- Determine whether services are evidence-informed.
- Ensure *all* services and supports are evidence-informed.
- Ensure fit with strengths, needs, and cultural and linguistic considerations
- Ensure adequate resources for implementation.
- Provide interactive training and ongoing supports.
- Monitor fidelity.
- Ensure intervention goals are SMART.
- Monitor student progress across tiers.
- Implement a systematic protocol for emotional and behavioral crisis response.



# Intervention Planning Form

## Intervention Planning Form

**School or district mental health teams are encouraged to complete this form when planning to adopt an intervention. The primary goal of this form is to help teams predict appropriate intervention staffing and time burden.**

| Intervention Name | Tier | | | Planning/Preparation *before or during implementation* | | | Supervision *providing or receiving* | | | Delivery | | | Evaluation and Feedback *schoolwide and student-specific* | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | Who | Hours/ Wk | Duration | Who | Hours/ Wk | Duration | Who | Hours/ Wk | Duration | Who | Hours/ Wk | Duration |
| *Example: Check In Check Out* | | *x* | *x* | *T.Cooper S.Barrey Teachers* | *1-2 1 .5* | *Aug-May Aug-Dec Aug-Oct* | *S. Barrey* | *1* | *Aug-May* | *10 teachers* | *1* | *Oct-May* | *T.Cooper L. Sands* | *.5 5* | *Aug-May Dec, May* |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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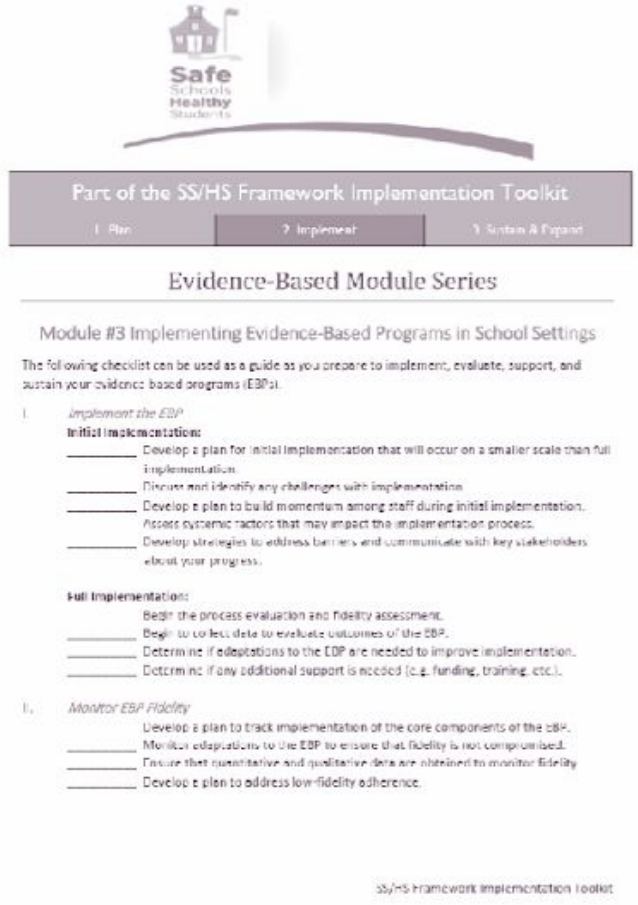
# Implementing EBPs in School Settings Checklist

1. Develop a plan to track implementation of core components of the EBP.
2. Monitor adaptations to the EBP to check fidelity.
3. Ensure that quantitative and qualitative data are obtained to monitor fidelity.
4. Develop a plan to address low-fidelity adherence.



Safe Schools Healthy Students

Part of the SS/HS Framework Implementation Toolkit

1. Plan | 2. Implement | 3. Sustain & Expand

Evidence-Based Module Series

Module #3 Implementing Evidence-Based Programs in School Settings

The following checklist can be used as a guide as you prepare to implement, evaluate, support, and sustain your evidence based programs (EBPs).

I. *Implement the EBP*

**Initial Implementation:**

_____ Develop a plan for initial implementation that will occur on a smaller scale than full implementation.
_____ Discuss and identify any challenges with implementation.
_____ Develop a plan to build momentum among staff during initial implementation.
_____ Assess systemic factors that may impact the implementation process.
_____ Develop strategies to address barriers and communicate with key stakeholders about your progress.

**Full Implementation:**

_____ Begin the process evaluation and fidelity assessment.
_____ Begin to collect data to evaluate outcomes of the EBP.
_____ Determine if adaptations to the EBP are needed to improve implementation.
_____ Determine if any additional support is needed (e.g. funding, training, etc.).

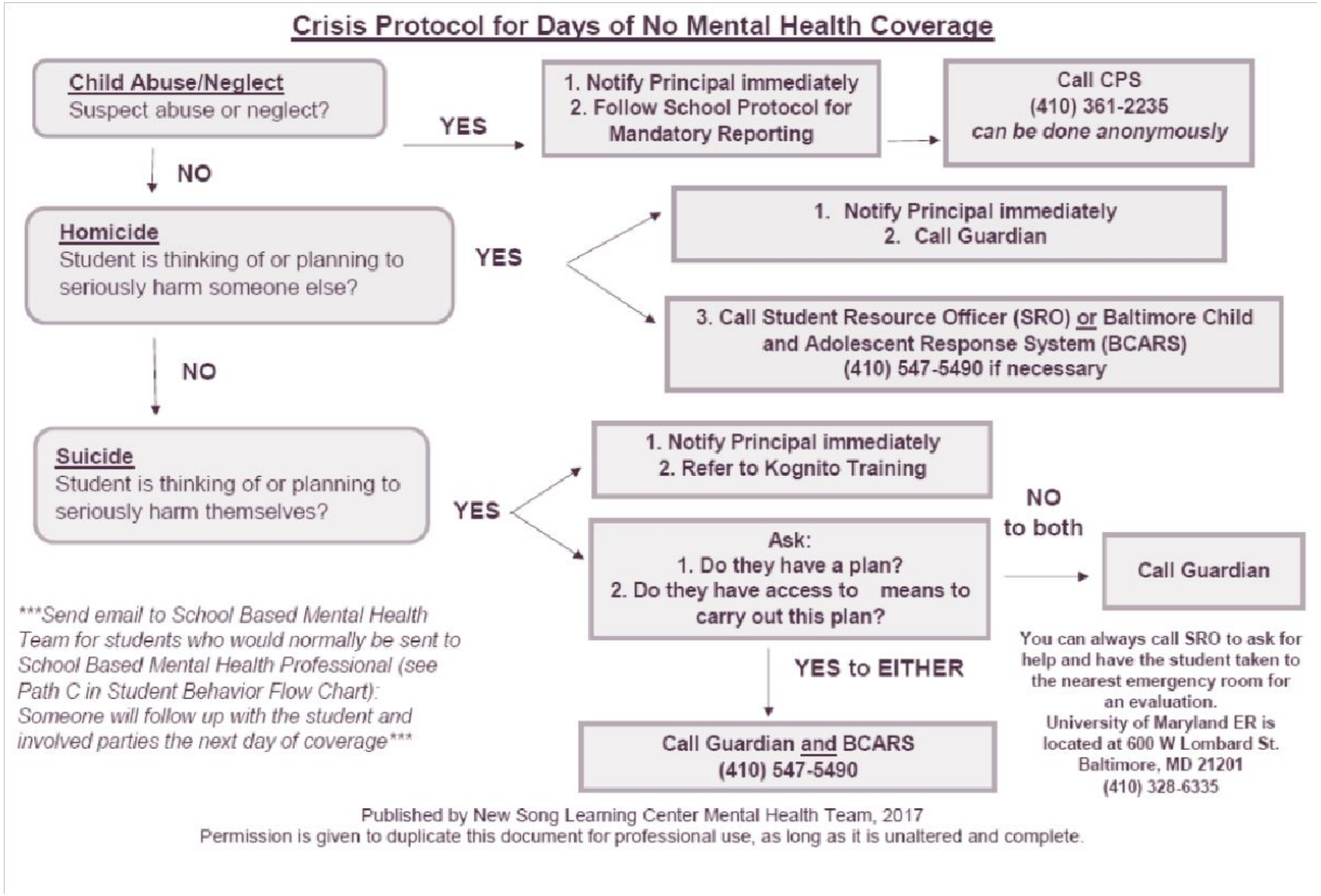
II. *Monitor EBP Fidelity*

_____ Develop a plan to track implementation of the core components of the EBP.
_____ Monitor adaptations to the EBP to ensure that fidelity is not compromised.
_____ Ensure that quantitative and qualitative data are obtained to monitor fidelity.
_____ Develop a plan to address low-fidelity adherence.

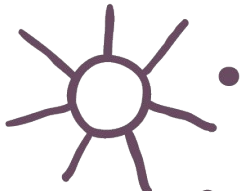
SS/HS Framework Implementation Toolkit

https://healthysafechildren.org/sites/default/files/EBP-ModulesChkltsMod-3-508.pdf

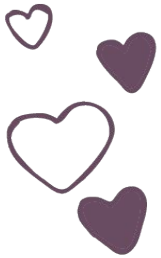
# Example Crisis Response Protocol



# Classroom WISE:
## **W**ell-Being **I**nformation and **S**trategies for **E**ducators



Developed by the MHTTC Network in partnership with the National Center for School Mental Health



MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

NCSMH

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https://www.schoolmentalhealth.org/

# SMH Resources Summary

- **Join our NCSMH listserv or follow us on Twitter**
  - http://www.schoolmentalhealth.org/Connect/Listserv--Newsletters/
  - @NCSMHtweets
- **Sign up for SHAPE**
  - https://www.theshapesystem.com/
- **National SMH Best Practices- Implementation Guidance Modules**
  - https://mhttcnetwork.org/now-available-school-mental-health-curriculum
  - https://mhttcnetwork.org/centers/global-mhttc/school-mental-health-curriculum-always-and-now-learning-series

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# Questions?

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